Farsley Springbank Primary School

'Be the best you can be.'

Accessibility plan

1. Vision, Ethos and Commitment

At Farsley Springbank Primary School, accessibility is a statement of values, not compliance.

We are an inclusive, trauma-informed school community. Our culture centres on respect, dignity and equity for all pupils, staff and families. We recognise that accessibility is not limited to the physical environment — it includes emotional safety, communication, curriculum access, relationships, and participation in every aspect of school life.

We value difference. We actively seek to remove barriers. We work in partnership with children, parents, staff, specialists and our governing body to ensure disabled pupils and those with SEND are not only included, but enabled to succeed.

2. Aims of this Accessibility Plan

Under Schedule 10 of the Equality Act 2010, schools must have an Accessibility Plan.

This plan aims to:

- Increase the extent to which disabled pupils can participate in the curriculum

This includes teaching, assessment, enrichment, trips, residentials, pupil leadership, play and social opportunities.

- Improve the physical environment to enable disabled pupils to take better advantage of facilities and services

This includes safe movement, signage, lighting, sensory environment, acoustics, inclusive toilets / changing, and emergency evacuation.

- Improve the availability of accessible information

This includes communication with parents, digital access, reading level, format, language and assistive technologies.

These aims apply equally to:

- current and future pupils
- staff
- parents/carers
- visitors and community users

3. Legislation and Guidance
This plan has been developed with reference to:

Primary statutory legislation
- Equality Act 2010 (including Schedule 10)
- Public Sector Equality Duty – Section 149, Equality Act 2010
- Children and Families Act 2014

Statutory SEND frameworks
- SEND Code of Practice: 0–25 years (2015, updated formatting 2020)
- Equality Act 2010: Advice for Schools (DfE, updated October 2022)

Health & safety duties
- Regulatory Reform (Fire Safety) Order 2005
  (including 2023 amendments relating to Personal Emergency Evacuation Plans for staff & visitors with disabilities)

Medical & health needs
- Supporting Pupils with Medical Conditions at School (DfE, 2015)

4. Definitions and Reasonable Adjustments
The Equality Act 2010 defines disability as a physical or mental impairment that has a substantial and long-term adverse effect on normal day-to-day activities.
- Substantial = "more than minor or trivial"
- Long-term = 12 months or more

This includes:
- Sensory impairments (vision, hearing)
- Long-term conditions (asthma, epilepsy, diabetes, cancer)
- Neurodevelopmental profiles (ADHD, ASD, dyslexia, DCD etc.)

We are required to make reasonable adjustments to ensure disabled pupils are not disadvantaged compared with non-disabled peers.

Adjustments may include:
- Adaptive teaching
- Assistive technology
- Accessible communication and formats
- Environmental changes
- Modified routines
- Time allowances
- 1:1 support
- Provision of auxiliary aids

5. Accessible Communication

We commit to:

- Plain language and parent-friendly tone
- Written summaries of meetings
- Alternative formats where reasonably required:
    - Large print
    - Visual symbol sets
    - Audio
    - Digital documents compatible with read-aloud tools
- Interpreting / translation support for EAL families
- Reducing information overload
- Clarity before urgency

6. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
To ensure the correct provision is in place for children with SEND so that all aspects of school life are accessible including extra-curricular activities, trips including residentials, and visitors to school.	SENDCO to check all children with SEND have a Personalised Plan (PP) and One Page Profile in place that has the correct provision listed and takes into account child voice. Club leaders/ visitors to be made aware of the needs of any children within their groups through the use of One Page Profile being shared. Pre-visits to take place to trip/visit/residential locations to create a plan/risk assessment for the child. PE lead to monitor SEND participation in extra- curricular clubs and actively improve this if it is lower than non-SEND.	SG	Review September 2028	Children with SEND will report that they are having their needs met on surveys. Monitoring arrangements will show that the correct provision is in place to meet the needs of children with SEND. Risk assessments/ individual plans will be in place prior to any visits, trips, residentials Using pupil voice we will ensure SEND children have contributed to club opportunities on offer.

AIM	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
To ensure that any communication within school is delivered in a way that is accessible for all	Consideration of staff need when any meetings/communication is taking place. Consider following up with written (email) summaries of agreed actions.	SLT/All staff	Review September 2028	Staff will report in survey they feel that communication is fully accessible
Improve and maintain access to the physical environment	Investigate option of putting tactile matting at top and bottom of stairs. Investigate option of installing an Induction loop in the school building Ensure all PEEPs are reviewed and put in place as needed for new staff.	SP/JS/KH	Review September 2028	Parents, Pupils, staff and visitors will report that the school environment is fully accessible to their needs in online survey.

7. Monitoring arrangements

This document will be reviewed every three years, but may be reviewed and updated more frequently if necessary. It will be reviewed by Sharon Percival
It will be approved by Sally Brookes, Chair of Governors.

8. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

Approved by the full Governing Body on 2nd December 2025.

To be reviewed in December 2028.